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ABSTRACT

The materials in this teaching unit are designed to improve the skills of second grade students in following directions, understanding and following a sequence of actions, and recognizing common word structures (compound words, prefixes, and suffixes). Each section of the unit contains a brief overview of the skill area, a list of performance objectives for the students, a set of sample instructional materials, and some suggestions on ways to use those materials and on other activities. Teachers' record keeping procedures are discussed, and record keeping forms are included.
(RL)

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EXPERIMENTAL TEACHING UNIT

SECOND GRADE

READING

SCOPE OF INTEREST NOTICE

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Developed by

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CS004 127

Introduction to the Unit

This Experimental Teaching Unit is intended to give students some practice in important reading skills. There are two sections to the unit, each of which deals with slightly different skills.

For each section the following things are included in this packet:

- (1) a brief overview of the skill area
- (2) a list of performance objectives for the students
- (3) a set of sample instructional materials (you may use those included, select some from another source, or create your own)
- (4) some suggestions on ways to use the materials and on other related activities.

Your students will be both pre-tested and post-tested on the objectives listed in each section. Individual student scores on the pre-test will be provided for you.

Please spend about 25 minutes each day on work related to these objectives. This means that a student working on unit activities should spend no more than about 25 minutes total during the day.

There are many different ways of organizing the materials and of relating one objective to another. Many exercises can be planned to cover more than one objective. If you wish, objectives from different areas can be included in the same lesson. We are interested in the variety of ways to teach these reading skills. You may teach as much of the unit to as many of your students as you wish, and in any manner you choose.

As much as possible, please keep track of what materials and activities you use to teach the unit. To help you do this, please follow these procedures:

- (1) Each of the two sections in the ETU is composed of a set of instructional objectives.
 - (a) For each section, select the objectives you plan to use.
 - (b) Arrange the objectives in the order in which you plan to use them and place the appropriate number in the space provided. (You will use this number to identify each objective on your teaching record, so do this before you begin the unit.)
- (2) Use the Daily Teaching Record, to keep track of the instructional objectives and the materials or activities you focus on each day.

At the end of the unit we would like to get information from you on questions like:

- (1) What materials did you use (either from the packet or of your own devising)?
- (2) In what order were objectives and materials used?
- (3) Which materials/activities worked well and which less well?
- (4) What was the reaction of the children to the unit?
- (5) What procedures did you use for teaching different objectives?

We hope you, as teachers, will feel free to try out different approaches to teaching the unit.

Record Keeping

It is important to the study for us to find out how different people go about teaching this unit. We would like you to help by keeping records as you teach the unit. Record keeping is often time consuming, but we hope these procedures will be convenient and not add too much to the normal demands of preparation. Please do the following:

1. You have numbered the instructional objectives in the order in which you introduce them. Place the numbers on the lines to the left of the objectives. (Note: The fact that you number objectives consecutively does not mean that you have to complete work on one objective before moving to another.)
2. For each teaching day, record information about time and students taught. Use the form labeled "Time Record."
3. For each teaching day write a brief description of the day's activity. Use the "Daily Teaching Record" form. Please be sure you included the following things in your description:
 - a. Objective covered;
 - b. Materials used;
 - c. Activities or ways of using materials.

If you use materials or activities from the packet you can refer to them by the identification number. (Materials are identified by page, in the upper right hand corner. Activities are identified by the number to the left of the paragraph description.)

You may fill out the "Daily Teaching Record" either before or after the actual lesson. If you fill it out before, please note any changes you made during the actual teaching, also record the general pupil reaction to the lesson. Use the spaces labeled:

Changes while teaching
Pupil response

You can also use the section labeled "Additional Comments" to make comments about the lesson. If possible, please save a copy of any work sheets you make up.

NAME _____

DATES _____

TIME RECORD

	START	STOP	STUDENTS WORKED WITH*
DAY # 1			
DAY # 2			
DAY # 3			
DAY # 4			
DAY # 5			

	START	STOP	STUDENTS WORKED WITH*
DAY # 6			
DAY # 7			
DAY # 8			
DAY # 9			
DAY # 10			

* If you work with the entire class, write "entire class". If you work with a subset of the class, write the student's names.

NAME _____

DAILY TEACHING RECORD

DAY _____

Objectives:

Materials/Activities:

Changes While Teaching:

Pupil Response:

Additional Comments:

FOLLOWING DIRECTIONS -- SEQUENCING

An important area of development at the beginning of second grade is the ability to read and follow directions. Being able to read directions allows the child to work more independently. At the same time, the child is learning something about the nature and purpose of reading: Words on paper are meaningful. They are used to communicate a message. One forceful example is a message to do something--a direction. Reading for this purpose is common in everyday life.

Directions range from simple, one-step procedures to more complex combinations of steps. Following more complex directions involves an understanding of sequence. Building on the child's understanding of actions and consequences in the real world, the child can come to recognize better the organization and sequence behind what he reads. This is true of both complex directions and narrative stories.

This section of the Unit deals, then, with following directions and with understanding and following a sequence of actions.

The specific performance objectives of this section are the following:

- _____ The child can read and follow a sequence of 2 or 3 directions.
- _____ The child can read and follow a simple, one sentence direction.
- _____ The child can decide where to add a statement to a sequence.
- _____ The child can choose a statement to fill a given place in a sequence.
- _____ The child can decide which of several statements has been left out of a sequence.
- _____ The child can number statements in sequential order.
- _____ The child can make up a statement to fill in or complete a sequence.

FOLLOWING DIRECTIONS

1. Give one- and two-step directions orally to the children. Children respond by following the directions.

Example:

1. Make a ball on your paper and put a dot next to it.
2. Make an "X" on your paper and put a circle around it.
3. Put a dot at the bottom of your paper and put two lines under it.

2. Give children a set of written directions that will form a picture when followed correctly. Later meet again with the children and share their pictures. Are they all the same? Why? Why not? (See page 101 in directions.)

3. Ask a child to place a few items on a table like an eraser, chalk, pencil, box, book etc. Ask children to describe what they see so you could draw a picture without looking at the table. Do not look at the table, and draw on the board exactly what the children tell you. Is your picture the same as what is on the table? Why? Why not? Did you forget number, size or position words? Do the words "next to" tell you enough?

4. Give children a series of written directions. Ask them to read and follow the directions.

5. In a group situation ask children to demonstrate in some way the following words:

over	under	in	out	on
right	left	first	last	around
middle	large	small	outside	third
center	side	farthest	between	below

match nearest corner row behind
after pair group

6. Put the following directions on a separate piece of paper. Give one to each child playing the game. The child should act out the direction. See if the other children can guess his direction.

- 1) Feel your hair
- 2) Hop, skip then jump
- 3) Look at your feet
- 4) Give a book to someone
- 5) Cross your legs
- 6) Walk over to a table
- 7) Get something green
- 8) Hold up your left hand
- 9) Go under a table
- 10) Spell a word

7. Ask children to give step-by-step directions that they would use to make a peanut butter and jelly sandwich. Write these directions on the board. THEN - following each direction exactly make the sandwich.

Did you use a knife? Did the directions say to use a knife? Did you use crunchy peanut butter? What kind of jelly? Did you cut the sandwich? etc.

8. Using several objects such as a pencil, large and small paper, book, eraser, yarn, chalk, box, etc, ask children to follow these directions:

1. Place the eraser in the center of the table.
2. Put the large paper on the right side of the eraser as you look at it.
3. Put the pencil under the large paper.
4. Put the book next to the large paper.
5. Put the small paper below the book.
6. Put the yarn around the pencil and large paper.
7. Put the chalk far from the book.
8. Put the box over the eraser.

9. Give children direction sheets of several directions with the first direction being: Read everything before doing anything. Let each child discover how far he proceeded before remembering the first direction.

(See page 109.)

ACTIVITIES - SEQUENCE

10. Read a short story to the children or ask children to read the story. Discuss sequence of the story. What happened first, second, third etc. What might happen if the story did not end where it did? Could you add something to the story? Where would you add it?

11. Show the children a picture with action. Ask them to dictate a story about what is happening in the picture. What would happen first? etc. Write the story on the board as they dictate. When the story is finished, read it together. Did you forget an important part? If so, where would you put it? Do you think it happened in that order? Could it happen in another order?

12. Ask the children to dictate to you the sequence of a typical school day in their lives. What is the first thing they do? What is the last thing they do? Does everyone follow exactly the same sequence? Do some children watch T.V. before dinner and some after dinner? Suggest additional events and ask the children where they would fit in the sequence.

Have children dictate other stories that have a definite sequence.

Some story titles are:

Seasons of the Year

Christmas Day

How I Bake a Cake

When it Rains

Going to the Store

13. Show children only the pictures of a story. Ask them to dictate a story to go with the order of pictures they saw.

14. Ask children to read a paragraph and number the following statements in the order that they happened in the story. (See materials page 152.)
15. Give children a set of pictures. Ask them to paste the pictures in the correct order. Paste the sentence that tells about the picture under the picture.
16. Give children a set of statements. Ask them to arrange the statements in order and paste them on their paper. Ask them to draw a picture for each statement. (See materials 150.)
17. Take the sentences children have written for a story and print them on separate sentence cards. About 6 sentences should be used. Give a child 3 of the 6 and ask him to put them in order. Point out a particular place in the sequence and ask him which of the remaining sentences would fit there. Or give him a sentence and ask him to fit it in.
18. Read part of a story to the children. Stop at an interesting part. Ask them to draw a picture about what would happen next and to write a sentence about their picture.
19. Have fun with the natural order of things around children. Ask them to:
 1. Line up shortest to tallest.
 2. Line up from very blond to black hair.
 3. Line up from short hair to long hair.
 4. Using mixed up word cards arrange the days of the week in sequence.
 5. Using mixed up word cards arrange the months of the year.
 6. Discuss oldest and youngest in their family. Who was born first, second etc.
 7. Using several objects arrange them in order of size.

20. Ask the children to find the pattern in a sequence and write what would come next. (See materials page 151.)
21. String beads according to sequence of size or color. Line up buttons according to sequence of size or color.
22. Take two or three sets of directions or stories. Print each sentence of each set on a separate card. Mix up the sentences and ask the child to sort them into sets according to which sentences go together. Then ask the child to order the sentences within each set.
23. Take a set of sentences which go together in a sequence. Leave something out of the sequence. Ask the child to write a sentence to fill in the story. (See materials page 155.)

1. Draw a happy fat clown.
2. Draw five buttons on the suit.
Color the buttons blue.
3. Draw a tall pointed hat for your clown.
Put the hat on his head and color it yellow.
4. Draw three red balloons coming from the
right hand of your clown.
5. Color two blue eyes, one black nose and
two orange ears.
6. Draw something funny on the left shoe
of your clown.
7. Write your name on the clown.

Below are some words.
Draw a box around something you eat.
Draw a circle around something you wear.

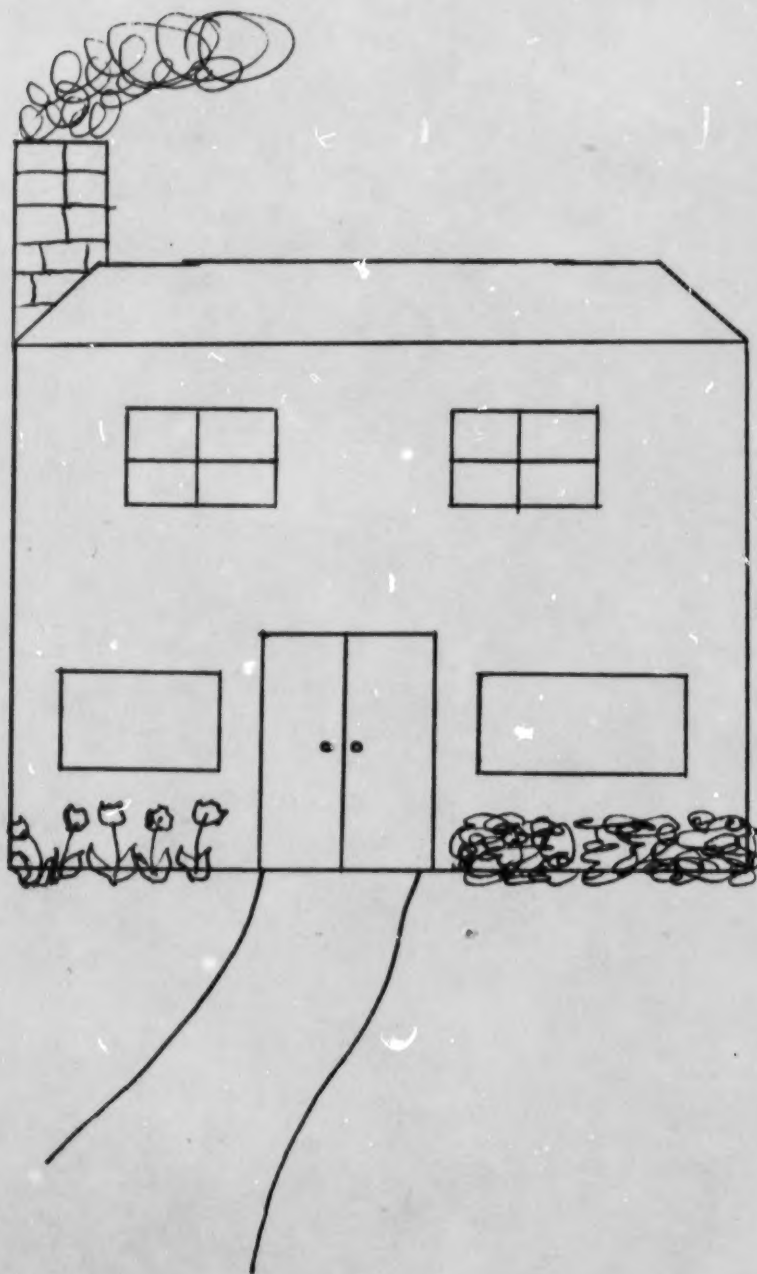
dress	eggs	cake	pie
ham	skirt	hat	blouse

Draw a circle around every word four letters
long.

listen	magic	fire	paint	wood
--------	-------	------	-------	------

Look at the picture.
Do what the sentences tell you to do.

1. Put a $\checkmark$ on the door.
2. Put a red $\bigcirc$ around the house.
3. Put an $\times$ over the smoke.
4. Put two green lines under the house but inside the circle.



Below draw a picture of a yellow duck in a pond
with a big red barn and six cows next to it.

1. Circle the word that tells what a boy could do.

big brown walk tree bird

2. Circle the word that shows action taking place now.

drank wrote walked bring picked

3. Circle the third number.

5 9 6 3 2

4. Circle the next to the last number.

6 3 2 9 1

5. Circle the number that is closest to 5.

1 0 4 8

6. Circle the largest number.

6 3 7 1

7. Circle the word that does not belong.

bird dog horse goat

8. Circle the word between two numbers.

three boat six car

107a.

1. Draw a circle next to number one and color it red.
2. Write the letter A next to the number two on your sheet.
Draw a box around it.
3. Write your name next to the number three and underline it.
4. Draw a box next to number four and write the number 4
inside.
5. Write your first name twice and your last name once next to
number five.
6. Draw a line next to number six. Put an "X" above the line.
Put a star below the line.
7. Next to number seven, draw a circle with an arrow through
it.
8. Beside number eight, draw a large letter M. Put a line
under the letter.

Name _____

1.	5.
2.	6.
3.	7.
4.	8.

Directions:

1. Write your name on your paper.
2. Draw a box around D. Draw a box around B. Draw a line from one box to the other.
3. Write the number nine between B and C.
4. Write the number five between E and F.
Draw a line from H to 5 to I, and back to H. This will look like a triangle.
5. Put a star inside the triangle.
6. Draw a line from G to C, going across E.

Name _____

A

B

C

D

E

F

G

H

I

Three Minute Time Test
Can You Follow Directions?

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word "name" in sentence two.
4. Draw five squares at the top of this paper.
5. Put an "X" in each square. Put a circle around each square.
6. Write "Yes", "Yes", "Yes" after the question "Can You Follow Directions?"
7. On the back of this paper, add $6 + 3$.
8. Put a circle around your answer.
9. Now that you have finished reading carefully do only directions one and two.

- ☐ Dad went to work.
- ☐ Dad got up at 7 o'clock.
- ☐ He had something to eat.

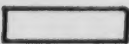
- ☐ She helped her mother put the dishes away.
- ☐ Kim set the table.
- ☐ Kim washed the dishes.
- ☐ Her family talked while eating.

- ☐ We ate hotdogs and beans.
- ☐ It was late when we got home.
- ☐ We all went on a picnic.
- ☐ Our dog was still barking when we went to sleep.

- ☐ They loved to go on all the rides.
- ☐ Last week Sue and her sister went to the fair.
- ☐ The roller-coaster ride was the only scary one.

What comes next?

1.  •  • 

2.    

3. 2 4 6 8

4. D E F G

5. S s T+ U

6. o | o || o ||| o

7. ▶▶▶▶ • ▶▶▶▶ • ▶▶▶▶

8. boy girl boy girl

Read the story.

Sam's mom asked, "Will you please get some milk at the store? Here is some money. Put it in your pocket.

Sam put the money in his pocket and started out the door.

On the way to the store, Sam mailed a letter to his pal Ted. Then he went to the store.

He found the milk and paid his money.

When he got home, his mom thanked him. "You have been a good helper today."

Look at all the lines below.

Find the line that tells what Sam did first.

Put a number 1 in front of that line.

Put a number 2 in front of what Sam did next.

Number the other lines this way.

_____ Sam found the milk.

_____ Sam went home.

_____ Sam's mom asked him to go to the store.

_____ Sam mailed a letter to his pal.

_____ Sam put the money in his pocket.

_____ Sam's mom thanked him.

Read the story below:

1. Bill is getting ready for bed.
- 2.
3. He puts on his pajamas.
4. Then, Bill climbs into bed.

One line of the story is missing. Read the lines below. Put an "X" by the line that goes best in the story.

☐ He takes off his clothes.

☐ He pulls up the covers.

☐ He plays a game with his brother.

Read the directions below:

1. To make a mask get a paper bag.
2. Draw a face on the bag.
3. Cut holes for your eyes and mouth.
- 4.

One of the directions is missing. Read the lines below. Put an "X" by the missing direction.

☐ Get the scissors.

☐ Paste ears on the sides of the bag.

☐ Look at pictures of masks.

Read the sentences. Part of the story is left out. Write a sentence to fill in the story.

1. Mary and her mother made cookies.
2. Mary helped mix the dough.
3. _____
4. They ate the warm cookies.

Read the sentences. Part of the story is left out. Write a sentence to fill in the story.

1. One hot day Billy and his friends went swimming.
2. They rode to the swimming pool.
3. They put on their swimming suits.
4. _____

Read the story.

One day the class went to the zoo.

They lined up to go through the gate and into the zoo.

Then they went to look at the monkeys.

Now read the sentences in the two boxes. They go somewhere in the story. Write the sentences where they belong in the story.

The first thing they saw was a tiger.

They rode to the zoo in a bus.

Read the story.

Mary planted some seeds to make a garden.

At last the tiny plants came up through the ground.

Mary watched the flowers grow tall.

Now read the sentence in the box. It goes somewhere in the story. Write the sentence where it belongs in the story.

Mary watered the ground so the seeds would grow.

Now make up sentences to fill in the rest of the story.

_____ His sister saw the books.

_____ She ran to the door and shouted, "Come back Jim."

_____ Jim did not take his books when he left for school.

_____ When the birthday came, Ann gave her mother the picture.

_____ Ann made a picture for her mother's birthday.

_____ Ann found a place to hide it.

_____ Her mother liked the picture.

WORD STRUCTURE

One important component in skilled reading is the ability to recognize the structure of words. Knowledge of word structure can help the reader to decode long words efficiently.

One way for a child to begin to decode a long word is to look for familiar pieces within the word. It is important that the component pieces he chooses correspond with any meaningful linguistic elements in the word. In this way the process of decoding divides into stages, each of which gives the child a familiar, meaningful element which contributes to the meaning of the total word. For instance, familiar words can be combined to form a compound word. Or a familiar root word can be expanded into many related forms by the addition of a prefix or suffix. These prefixes and suffixes are themselves meaningful units. They modify the meaning of the root word in a predictable way. By knowing the meanings of component pieces of a word, the child can unlock the meaning of many new words.

For instance, a child trying to decode the word farmer should see the component pieces farm and er. By working with these pieces, he can combine the meanings of "farm" and "one who" to figure out the meaning of the word. And he can transfer the meaning of "-er" as "one who" to figure out other words. A child who sounds out in sound syllables like "far" and "mer" has no clue to the meaning (in fact he may be misled), and he has no meaning units to transfer to other words.

The addition of prefixes and suffixes sometimes necessitates a spelling change in the root word. This unit avoids such words and deals only with regular forms, where the root word is unchanged.

To summarize the three main elements of this section on word structure:
(1) the child should learn to recognize a familiar word when it is a meaningful part of a longer word, (2) the child should learn the meanings of some common prefixes and suffixes, and how they change the meaning and form class (part of speech) of the base word in predictable ways, (3) the child should learn to use the correct word form in the context of a sentence.

The specific performance objectives of this section are the following:

The child can recognize a base word:

- ___ with a prefix added
- ___ with a suffix added
- ___ with both a prefix and a suffix added

- ___ The child can recognize the two words within a compound word.
- ___ The child can form a compound word from two familiar words.
- ___ The child can choose the correct form of a word to fit in the context of a sentence.

The child knows the meaning of some common prefixes, and can:

- ___ select the appropriate form to match a definition
- ___ form a word by adding the appropriate prefix

The child knows the meaning of some common suffixes, and can:

- ___ select the appropriate form to match a definition
- ___ form a word by adding the appropriate suffix

Prefixes and Suffixes

Grammatical Endings:

-s	Third person singular present	(John walks)
-ed	Past	(John walked)
-ing	With auxiliary verbs	(John is walking)

Comparatives:

-er	More	(faster)
-est	Most	(fastest)

Other Suffixes:

-er	One who	(teacher)
-ful	Filled with, in a state of	(painful, playful)
-less	Without	(homeless)
-ly	Tells how something is done--adverb	(slowly)
	Describes a state--adjective	(friendly)
-y	Describes a state	(windy)
-ward	In the direction of	(westward)

Prefixes:

un-	Not	(untie, unable)
re-	Again	(rewrite)
bi-	Two	(bicycle)
tri-	Three	(tricycle)

COMPOUND WORDS

31. Pass out word cards to children. Each child may have more than one word. Ask one child to put a word in the pocket chart. The child who has a word to go with the word in the chart, so as to make a compound word may add his word to the chart.

Suggested word cards:

milk
man
gold
fish
drive
way

fire
truck
base
ball
home
made

back
yard
side
walk
some
where

pop
corn
door
bell
pan
cake

32. Give children a compound word with which they are unfamiliar. Ask them to write the word on their paper and draw a picture of what they think the word means.

Suggested word cards:

armchair

blacksmith

backlog

33. Ask children to illustrate the following words and then write the two words together and illustrate the new word.

Sail



Boat



Sailboat



34. Concentration

Match words so as to make a compound word. Child with most pairs is the winner.

35. Puzzles

Using a puzzle with a backboard write one part of a compound word on the puzzle piece and write the other part of the compound word in the correct place on the backboard. Child must say the compound word when he places the puzzle piece in its correct position.

36. Tic Tac Toe

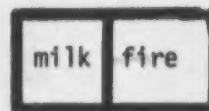
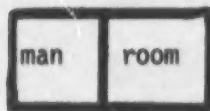
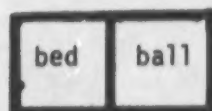
Child draws from a deck of cards a compound word. He must say the two words in the compound word before placing his "X" or "O".

37. Dominoes

Make dominoes out of paper or cardboard. Children draw 5 dominoes.

He matches dominoe with another dominoe that would make a compound word. When he cannot make a match he must draw another dominoe. First child to get rid of all his dominoes is the winner.

Example of dominoes:

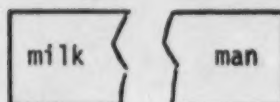


38. Old Maid

Pack of 12 cards plus one old maid. Deal out all the cards. Child must make compound words.

39. Puzzles

Put several compound words on a sentence strip. Cut strip between the two words. Example:



Child matches words to make a compound word.

40. Write a compound word on the board. Ask children to come up to the board and write the two words contained in the compound beside it.
41. Have children read sentences with the compound words underlined in them. Ask children to write the two words which make up the underlined word beside the sentence. You also might ask children to substitute other compounds for each sentence.
42. Write 2 lists of words on the board, and ask children to draw lines between any pair of words which form a compound word.
43. Ask children to write compound words in appropriate sentences, given several alternatives. They could also match the words to their proper sentences. (See page 160 in materials.)
44. Pick a word such as "man", and see how many words can be attached to it to form compound words, e.g. postman, policeman, fireman, fisherman.
45. Have the children find a compound word in a sentence and underline it or draw circles around the two parts of the word. (See page 163 in materials.)
46. Compound words which might be used:

Storekeeper	toothache	underground
loudspeaker	spaceman	starfish
shotgun	farmhouse	afternoon
dishpan	storeroom	bluebird
daylight	flashlight	housework
newspaper	snowball	lighthouse
darkroom	toybox	airport

46. (cont'd)

backyard
downhill
grandfather
hillside
streetcar
bookstore
paperback

bedroom
overcoat
overcast
driveway
policeman
sunflower
cookbook
wastebasket

sandbox
homemade
blueberries
outdoors
bedtime
raindrop
fisherman

PREFIXES AND SUFFIXES

50. Put up on the board a group of words which are different forms based on the same root. Use words familiar to the children. Talk about what the different words mean. Help the children to discover that they all have something to do with the root word. One possible root word is sleep (sleeper, sleeping, sleepy).

51. Write a group of words with the same prefix or suffix on the board. Ask children to use each in a sentence. Help them to discover what the prefix or suffix means.

52. Use a matching task to match base words to their inflected forms. (See page 174 in materials.)

53. Have children fill in a sentence blank by choosing from different forms of the base word. (See pages 175, 177, 179, 186 in materials.)

54. From either a list of words, or words embedded in sentences, have children circle or write the root part of inflected-form words.

55. After a prefix or suffix has been introduced and the meaning defined, ask children to think of as many root words as they can that could use that prefix or suffix. Or give them a list of root words and ask them when the prefix or suffix would be appropriate. Could you "redo"? or "rebuild"? or "resit"? or "rebig"?

56. Using any story the children can read, have them pick out all the inflected-form words and then circle the roots of those words.

57. Differentiate the -er and -est endings, using some of the approaches outlined above. (See pages 185, 186.)

58. Differentiate the verb + -er words (e.g. singer) and the adjective + -er words (e.g. thicker), using some of the approaches above.

59. Give kids cards with different forms of root words. Put a root word on a pocketchart, and ask anybody with a form of that word to place it in the pocketchart.

60. Start with a familiar root word and ask the children to add a prefix or suffix to it to make a new word. How many different forms can they think of?

Examples: play play
 player
 playful
 replay

The children may think up combinations which are "nonsense" but can be interpreted from the pieces. What would it mean to be "playless"?

This exercise could also include compound words: playmate, playpen.

61. Give the child a root word and a definition. Ask him to choose the form of the word which fits that definition. Or ask him which prefix or suffix is needed.

62. Ask the children to write two stories illustrating different forms of a word, for example, afraid-unafraid, careful-careless, useful-useless, painful-painless, kind-unkind.

63. For other suggestions, see activities under Compound Words.

160.

The man who brings the milk is the _____.

A little house for playing is a _____.

When it is cold, we put on coats to go _____.

The place beside the barn is the _____.

playhouse

barnyard

milkman

outdoors

Draw a line to match up the two parts of a compound word.
Then write the word in the sentence where it belongs.

boat	side
road	man
pop	alls
over	corn

I can hear my mother pop the _____.

We had a picnic at a table by the _____.

The man in the big blue boat is a _____.

Jack had on _____ at his uncle's farm.

Draw circles around the two parts of each compound word.
Write each word in the sentence where it belongs.

Peter was playing a game on the _____.

Children are at work in the _____.

Bob will bring his new _____.

The man in the red truck is a _____.

schoolhouse

fireman

sidewalk

football

- A. Bill heard footsteps in the old house.
- B. The children went to the school playground.
- C. There were animal tracks around the scarecrow.
- D. Father rang the doorbell.
- E. The mailman brings the mail to our house.
- F. Mary filled the goldfish bowl with water.
- G. Mr. Jones sat in the doorway of his house.
- H. The birds lived in a birdhouse.

class

him

boy

side

bag

cow _____

out _____

_____ self

bean _____

_____ room

_____ fish

mail _____

_____ yard

_____ man

sail _____

Form new words by adding the suffixes -s, -ed, and -ing.

	-s	-ed	-ing
play	_____	_____	_____
jump	_____	_____	_____
pick	_____	_____	_____
clean	_____	_____	_____
help	_____	_____	_____
cook	_____	_____	_____

Write the root word for each of the following words.

started	_____	opening	_____
lifts	_____	makes	_____
washed	_____	cleaned	_____
picked	_____	burns	_____
spelling	_____	stacked	_____
caps	_____	cooking	_____
dressed	_____	hats	_____

Write the root word.

farms	_____	jumping	_____
helping	_____	wished	_____
laughed	_____	picnics	_____
telling	_____	trees	_____
boys	_____	wanted	_____

Choose the word to fill the blank. Write the word in the blank.

1. The boy was _____ him.
(help, helping)
2. Tom _____ at the clown.
(laughing, laughed)
3. They were having a _____.
(picnic, picnics)
4. Billy _____ a new bike last year.
(want, wanted)

Read the sentence. Look at the underlined word.
Write the root word on the line under the sentence.

1. Ann was surprised when the balloon popped.

2. The baby was drinking milk all by himself.

3. The plants are growing fast under the hot summer sun.

4. When a man brings the lions food they stop roaring.

5. Tom sings a funny song.

6. The dog followed the boy to the corner this morning.

Read the story. Underline all the words which are forms of the word jump.

Jill is a little girl. She likes to jump.

On the playground Jill jumps with a jump rope.

After school she is always running and jumping.

One day she jumped all the way across the sidewalk.

Her mother calls her a jumping-jack.

One day Jill and her friend had a jumping contest. Whoever makes the longest jump wins.

Jill jumped first. She sailed through the air.

Her friend tried hard to jump as far as Jill.

But Jill was the winner. She was the best jumper.

Draw a line to connect the root word with the word that comes from it.

toss	picks
want	sleeping
seat	starts
pick	tossed
help	wants
spill	eating
start	spilled
sleep	seated
eat	helping

The ending ed means something happened in the past.
Practice on these words.

walk - walked

Now I _____ down the steps.

Before I _____ up the steps.

play - played

Today I _____ alone.

Yesterday I _____ with Bill.

call - called

Last night Jan _____ me up.

Now I _____ her up.

watch - watched

Last time we _____ football.

This time we _____ baseball.

helps - helped

Ann _____ her mother yesterday.

She _____ her today, too.

1. A person who sings is called a _____.
2. A person who prints books is called a _____.
3. A man who paints pictures is called a _____.
4. A man who builds houses is called a _____.

printer

singer

builder

painter

1. A man who knows how to fly an airplane in the sky is a _____.
flyer player singer
2. If you try to catch a ball and you do, you are a good _____.
painter catcher keeper
3. A man who grows corn and other things on a farm is a _____.
flyer farmer reader
4. A person who plays football is a football _____.
playing replay player
5. When you go camping and sleep outdoors, you are a _____.
camper camping campy
6. Something that warms you up is a _____.
heating heats heater
7. Someone who cuts the grass and trims bushes is a _____.
camper gardener rancher

178.

Put ly after each word to make a new word. Write the new word.

soft _____

warm _____

sad _____

brave _____

close _____

hard _____

slow _____

bold _____

friend _____

week _____

Fill in the missing word in each sentence.

1. Curly was a _____ monkey.
brave bravely
2. Robert knocked _____ at the door.
soft softly
3. The airplane was _____ to the mountain.
close closely
4. The girl walked _____ down the street.
sad sadly
5. Talk _____ or someone may hear you.
soft softly
6. The covers felt _____ to his body.
warm warmly
7. Mrs. Black is a _____ lady.
friend friendly

Read each sentence. Study the underlined word. Then write it below the right heading at the bottom of this page. The first one is done for you.

1. Bill remembered the truth sadly.
2. Mr. Green gave us a friendly smile.
3. He got ready slowly, then went to meet his friends.
4. The box had a lovely, blue wrapping.
5. The sun shines brightly on most days in July.
6. Nina danced quickly around the room.
7. He sat quietly and listened to my story.

How Something Was Done

sadly

How Something Looked

Read each sentence. Chose a word from the box that will fill the blank when you add less to it. Then write the word in the right blank.

help	home
care	speech

1. If you have no home, you are _____.
2. _____ people do not take care of things.
3. Without her mother to help her make dinner, Mary is _____.
4. Henry was so _____ with surprise, he did not say a thing.

Use the prefix un to make a new word from each word below. Write the new word.

lock _____

kind _____

cover _____

seen _____

able _____

lucky _____

fair _____

even _____

Write each word by its meaning.

1. not kind _____

2. not able _____

3. not lucky _____

4. not seen _____

5. not even _____

6. not fair _____

7. the opposite of cover _____

8. the opposite of lock _____

un--

tie

painted

lucky

wanted

lock

opened

1. The window is not open, so it is _____.
2. I can't come in until you _____ the door.
3. Something no one wants is _____.
4. The rope is _____.
5. The _____ house had no paint on it.
6. When I have no luck, I am _____.

Add the prefix re to each word. Write the new word.

read _____	fill _____
pay _____	write _____
match _____	run _____

Read the sentence. Fill the blank with a word from the list above.

1. Since we must pay back money to the bank, then we must _____ them.
2. If you did not read all of the story the first time, you must _____ it.
3. Mary's glass of milk is empty, so she can _____ it.
4. If the paper is not neat, then you have to _____ it.
5. The fighter who lost the boxing match asked for a _____.
6. When a television show is run over again it is called a _____.

185.

Adding er and est.

	<u>more than before</u>	<u>most of all</u>
hard	_____	_____
slow	_____	_____
old	_____	_____
long	_____	_____
dark	_____	_____
soft	_____	_____
small	_____	_____

Read the sentence. Add er or est to fill in the blank.

1. A cat's fur is the soft_____ thing in the world.
2. Our car goes slow_____ than your car.
3. It is dark_____ at night than in the day.
4. Mary is the old_____ girl in the class.
5. A dog is small_____ than a cow.
6. Jim tried the hard_____ to win the race.

Learning about bi and tri.

A bicycle has _____ wheels.

A tricycle has _____ wheels.

bi means _____

tri means _____

A biped is an animal with _____ feet.

A biplane has _____ sets of wings.

A club that meets biweekly meets every _____ weeks.

A triangle has _____ corners.

A tricolored flag has _____ colors.

Triplets are _____ children born at the same time.

Using the suffix ward.

ward means "in the direction of"

Add ward to these words.

west westward

home _____

sea _____

in _____

out _____

up _____

back _____

Read each sentence. Choose a word from the box that will fill the blank when you add ful to it. Then write the word in the right blank.

cheer	truth
rest	hope
pain	help

1. If your little brother breaks his arm, it may be _____.
2. A person who tells the truth is called _____.
3. The happy children sang a _____ song.
4. When you want to know the meaning of a word, a dictionary is a _____ book to have.
5. Sunday was quiet and _____.
6. John was _____ that his team would win.

Read the sentence. Look at the underlined word. Write the root word on the line below.

1. It was a chilly day, so Bob wore a jacket.

2. Jim made a face when he tasted the salty soup.

3. Our feet got wet on the rainy day.

4. The car bounced on the bumpy road.

5. It was such a windy day that our hats blew off.

6. Sue is not very neat. Her room is messy.

Read the story. Circle a word to fill each blank.

One day John _____ out the window. He saw two
(looking, looked)

men _____ out of a truck. John ran outside.
(gets, getting)

He _____ the men what they were _____.
(asking, asks, asked) (do, did, doing)

"We are going to _____ the street," they said.
(painter, paint)

One man got a cart. He _____ it across the
(pushes, pushing, pushed)

street. The cart made a white line as it moved. The man
said, "This line _____ you where to walk."
(showing, shows, showed)